

# ***Virginia***

## **Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning**

### **Virginia Studies Test Blueprint**

**This revised blueprint will be effective with the administration  
of the 2003-2004 History and Social Science  
Standards of Learning Tests.**

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# Virginia Studies Blueprint

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## Standards of Learning Test Blueprint Introduction

### What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning test blueprints serve a number of purposes. One, they serve as a guide to test developers as they write test questions and construct the Standards of Learning tests. Two, they serve as a guide to educators, parents, and students in that they show (a) the Standards of Learning covered by the test and which, if any, have been excluded; (b) which Standards of Learning are assigned to each reporting category; (c) the number of test items in each reporting category and on the total test; (d) general information about how the test questions are constructed; and (e) the materials that students are allowed to use while taking the test.

### How is the test blueprint organized?

There is a blueprint for each test (e.g., grade 3 English, grade 5 mathematics, grade 8 science, Virginia and United States History). Each blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by Harcourt Educational Measurement and the members of the Content Review Committees in developing the Standards of Learning tests. This section contains three parts:
  - A. General Considerations – lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
  - B. Item Format - lists information on how items for the test are constructed.
  - C. Ancillary Materials - lists any materials (e.g., calculators, rulers, protractors, compasses, dictionaries) that students are allowed to use while taking each test.
2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:
  - reporting categories for each test;
  - number of test items in each category;
  - Standards of Learning included in each reporting category. Standards of Learning are identified by their numbers and letter;
  - Standards of Learning which are excluded from the Standards of Learning test;
  - number of operational items on the test;
  - number of field-test items on the test; and
  - total number of items (operational and field-test items) on the test.
3. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each Standard of Learning is included. In addition, Standards of Learning that are excluded from the test are categorized by the reason they were not included.

**This revised blueprint will be effective with the administration of the 2003-2004 History and Social Science Standards of Learning Tests.**

### **What is a reporting category?**

Each test covers a number of Standards of Learning. In the test blueprint, Standards of Learning are grouped into categories that address related content and skills. These categories are labeled Reporting Categories. For example, a Reporting Category for the Virginia Studies Standards of Learning test is "Geography." Each of the Standards of Learning in this reporting category addresses the influence geography has had on Virginia's history. When the results of the Standards of Learning tests are reported, the scores will be presented in terms of scores for each Reporting Category and a total test score.

### **Are some Standards of Learning assigned to more than one reporting category?**

Letters under a particular Standard of Learning are sometimes coded to different reporting categories. For example, Virginia Studies Standard of Learning VS.3a, which deals with the reasons for English colonization in America, is assigned to the reporting category "History" in the Virginia Studies Standards of Learning test. However, Virginia Studies Standard of Learning VS.3b, which involves describing how geography influenced the decision to settle at Jamestown, is assigned to the reporting category "Geography." Each standard, as well as each letter under a standard, is assigned to only one reporting category.

### **Why are some Standards of Learning not tested on the Standards of Learning tests?**

In some content areas, there are Standards of Learning that do not lend themselves to multiple-choice testing. For example, in Virginia Studies, Standard of Learning VS.1h cannot be appropriately assessed in a multiple-choice format.

At the end of the blueprint for each test, the Standards of Learning not tested are listed in "Standards of Learning Excluded from Testing." In the expanded blueprint the Standards of Learning excluded from testing are categorized by the reason they are not tested.

### **Will all Standards of Learning listed in the blueprint be assessed each time the Standards of Learning tests are given?**

Due to the large number of Standards of Learning in each grade level content area, *every* Standard of Learning will not be assessed on every Standards of Learning test form. By necessity, to keep the length of a test reasonable, each test will sample from the Standards of Learning within a reporting category. However, every Standard of Learning is eligible for inclusion on each form of a Standards of Learning test.

# Virginia Studies

## Test Development Guidelines

### A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in History and Social Science for Virginia Studies.
2. The items will be free of stereotyping or bias directed at a particular age, gender, economic status, racial, ethnic or religious group, or geographic region.
3. The test will **not** be timed.
4. There is no penalty for guessing. Students will be scored on the number of correct answers out of the total number of operational items on the test.
5. Where appropriate, “real-life” examples and situations that the student would likely encounter will be used to present data or ask questions.
6. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
7. Information will be presented through written text and/or through visual materials, such as graphs, charts, maps, cartoons, or other illustrations.
8. Only one item will be linked to a piece of written text, or a graph, chart, map, cartoon, or other illustration.
9. When acronyms are used, both the complete name and the acronym will be given in most cases, for example, North Atlantic Treaty Organization (NATO).

### B. Item Format

1. Each item will be a multiple-choice item containing four choices. Choices such as “None of the above,” “All of the above,” and “Not here” will **not** be used.
2. Answer choices will be arranged vertically beneath the item stems unless space considerations prevent such an arrangement.
3. Item stems will be in the form of questions or in the form of sentences that require completion.
4. Numerical answer choices, such as dates, will be arranged in ascending order.
5. Graphic displays, their corresponding questions, and response choices will appear on the same or facing pages.
6. Artwork accompanying items will be placed above the question unless, for clarity, the size or format of the artwork lends itself to another arrangement.
7. Negative words in the item stem (*i.e.*, “not,” “least,” “except”) will be emphasized by italics, boldface type, underlining, or capital letters.

### C. Ancillary Materials

A blank sheet of white paper.

## Virginia Studies Blueprint Summary Table

Reporting Category	Number of Items	Virginia Studies Standards of Learning
<b>Standards of Learning VS.1a-g and VS.1i will be assessed throughout the reporting categories based on content links within the Curriculum Framework.</b>		
<b>History</b>	<b>15</b>	VS.3a, e-g VS.4b VS.5b-c VS.6a VS.7a-b VS.9c
<b>Geography</b>	<b>10</b>	VS.2a-e VS.3b VS.4c VS.6c
<b>Civics</b>	<b>8</b>	VS.3c-d VS.5a VS.6b VS.8b VS.9b VS.10a
<b>Economics</b>	<b>7</b>	VS.4a, d VS.8a, c VS.9a VS.10b-c
<b>Standards of Learning Excluded from This Test: VS.1h.</b>		
<b>Total Number of Operational Items</b>		<b>40</b>
<b>Field-Test Items*</b>		<b>10</b>
<b>Total Number of Items</b>		<b>50</b>

\* Field-test items will not be used to compute students' scores on the test.

**Expanded Blueprint**

**Virginia Studies**

**Virginia Studies Standards of Learning VS.1a-g and VS.1i will be assessed throughout the reporting categories based on content links from the Curriculum Framework.**

<b>Reporting Category: History</b> <b>Number of Items: 15</b>
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**Virginia Studies Standards of Learning in This Reporting Category:**

- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- a) explaining the reasons for English colonization;
  - e) identifying the importance of the arrival of Africans and women to the Jamestown settlement;
  - f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
  - g) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers.
- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- b) describing how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England.
- VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
- b) identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry;
  - c) identifying the importance of the American victory at Yorktown.
- VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution.”
- VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
  - b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia.
- VS.9 The student will demonstrate knowledge of twentieth century Virginia by
- c) identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.

<b>Reporting Category: Geography</b> <b>Number of Items: 10</b>
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**Virginia Studies Standards of Learning in This Reporting Category:**

- VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia by
- a) locating Virginia and its bordering states on maps of the United States;
  - b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
  - c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River);
  - d) locating three American Indian (First American) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
  - e) describing how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.
- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- b) describing how geography influenced the decision to settle at Jamestown.
- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- c) explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.
- VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- c) explaining the influence of geography on the migration of Virginians into western territories.



<b>Reporting Category: Civics</b> <b>Number of Items: 8</b>
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**Virginia Studies Standards of Learning in This Reporting Category:**

- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
  - d) identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America.
- VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
- a) identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence.
- VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.
- VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- b) identifying the effects of segregation and “Jim Crow” on life in Virginia.
- VS.9 The student will demonstrate knowledge of twentieth century Virginia by
- b) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- a) identifying the three branches of Virginia government and the function of each.

<b>Reporting Category: Economics</b> <b>Number of Items: 7</b>
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**Virginia Studies Standards of Learning in This Reporting Category:**

- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- a) explaining the importance of agriculture and its influence on the institution of slavery;
  - d) describing how money, barter, and credit were used.
- VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- a) identifying the effects of Reconstruction on life in Virginia;
  - c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.
- VS.9 The student will demonstrate knowledge of twentieth century Virginia by
- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.
- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- b) describing the major products and industries of Virginia's five geographic regions;
  - c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

<b>Virginia Studies Standards of Learning Excluded from This Test:</b>
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- VS.1 The student will develop skills for historical and geographical analysis including the ability to
- h) evaluate and discuss issues orally and in writing.